

## Making it Meaningful: Planning for Learning

Laura Terrill  
lterrill@gmail.com



## Focus Questions:

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- What do we teach and how well should learners perform?
- What are the elements of a thematic unit?
- How do we prepare students for performance assessment in each mode of communication?

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# lterrillagrange.wikispaces.com

## Laura Terrill

wiki: [lauraterrill.wikispaces.com](http://lauraterrill.wikispaces.com)  
 email: [lterrill@gmail.com](mailto:lterrill@gmail.com)  
 pinterest: lterrillindy

Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design  
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

## April 2016

Agenda	<a href="#">LaGrange April Agenda.docx</a> <a href="#">LaGrange April Agenda.docx</a>
Powerpoint Handout	<a href="#">La Grange.pdf</a> <a href="#">Details</a> <a href="#">Download</a> 6 MB
Key Powerpoint Slides	
ACTFL Proficiency Guidelines	<a href="#">ACTFLProficiencyGuidelines2012_FINAL...</a> <a href="#">Details</a> <a href="#">Download</a> 219 KB
ACTFL Performance Descriptors	<a href="#">ACTFLPerformance-Descriptors.pdf</a> <a href="#">Details</a> <a href="#">Download</a> 666 KB
NCSSFL-ACTFL Can Do Statements	<a href="#">NCSSFL-ACTFL Can-Do_Statements.pdf</a> <a href="#">Details</a> <a href="#">Download</a> 607 KB

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“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



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## Backward Design – Units and Lessons



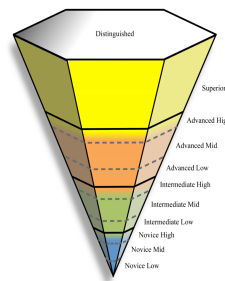
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## Backward Design

Identify desired results – What are the goals?

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How well?



What?



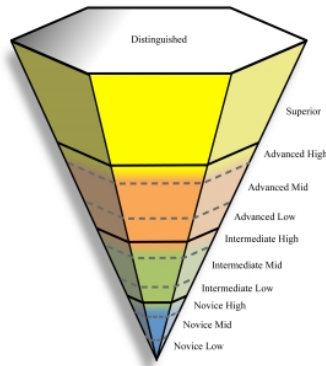
**WORLD-READINESS STANDARDS  
FOR LEARNING LANGUAGES**

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## Performance and Proficiency

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### Proficiency



### Performance



Internal Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

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## Performance

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### Performance

- ☐ Based on classroom instruction
- ☐ Practiced
- ☐ Familiar content and context
- ☐ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

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## NCSSFL-ACTFL Global Can-Do Benchmarks

9	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
<b>Interpersonal Communication</b>	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
<b>Presentational Writing</b>	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

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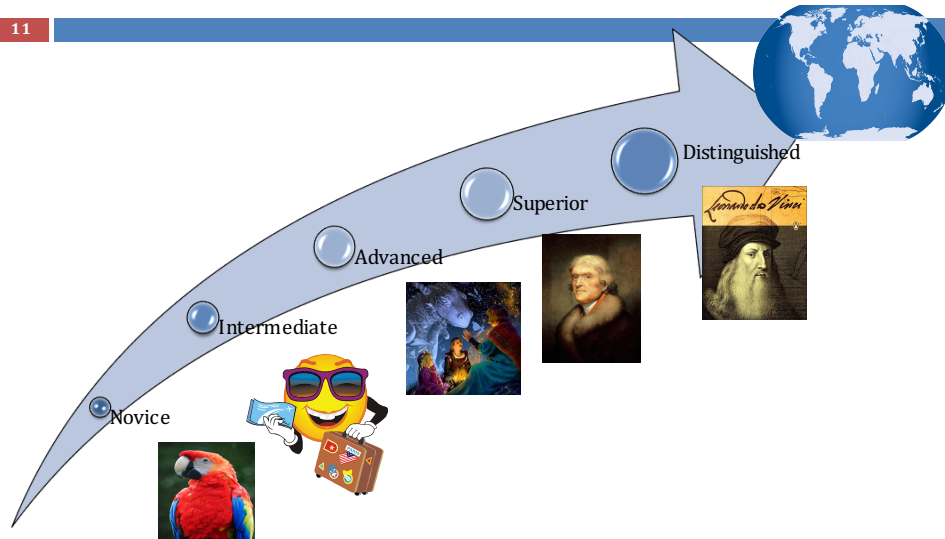
## Performance Rubric – Interpersonal Task

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Struggling 6
<b>How well am I understood?</b>	easily understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
<b>How involved am I in the conversation?</b>	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
<b>How easily do I deliver my thoughts?</b>	conversation flows with few pauses	hesitations occur but seem natural; complete thoughts.	hesitations occur and are awkward; few or no incomplete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
<b>How do I demonstrate that I can correctly use the new vocabulary from the unit?</b>	successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
<b>What cultural knowledge and understandings do I share?</b>	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no references to the target culture; may use a cultural gesture or expression.	respond only from personal point of view or perspective.

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## Continuous growth toward proficiency

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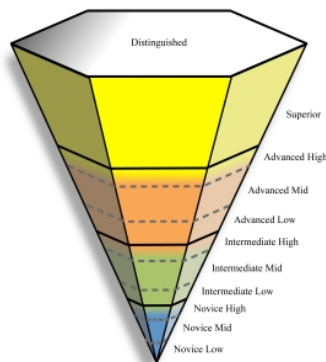


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## Performance and Proficiency

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Proficiency



Performance



Internal Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

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## Proficiency

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### Proficiency

- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

## Proficiency

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### Branches: Text Type

- words
- sentences
- paragraphs

### Roots: Content & Contexts

- Topics
- Social Situations



### Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

### Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

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Chantal Thompson

## Proficiency-based Rubric

Interpersonal Mode – Novice Learner

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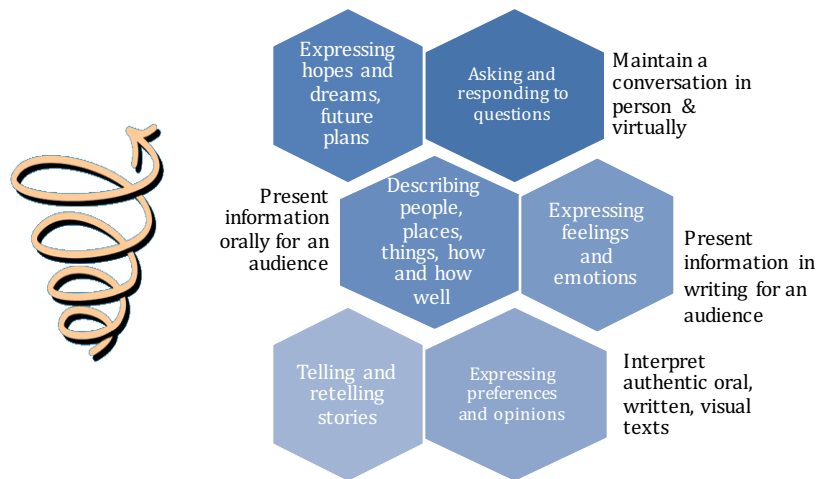
Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<b>Language Function</b>  <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

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Taken from: ©2013 Implementing Integrated Performance Assessment

## Key Functions and Related Tasks

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## Spiral of Key Functions

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FUNCTION	NOVICE		INTERMEDIATE		ADVANCED	
Describing people, places, things, how and how well	Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives	Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs	
<b>RELATED LANGUAGE FUNCTIONS</b>						
Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather		Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Infer Interpret		Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize		

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## Increasing levels of proficiency

	Novice		Intermediate		Advanced	
<b>Express feelings and emotions</b>	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations	I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations	
<b>Tell or retell stories</b>	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences	I can tell about something that happened or will happen giving the sequence of events	I can tell a detailed story using paragraph-length narration to describe the event	

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## Text Type

## Quantity and Organization of Language Expands

- ❑ Isolated words
- ❑ Words and phrases
- ❑ Discrete sentences
- ❑ Strings of sentences
- ❑ Connected sentences
- ❑ Single paragraphs
- ❑ Multiple paragraphs
- ❑ Extended cogent discourse



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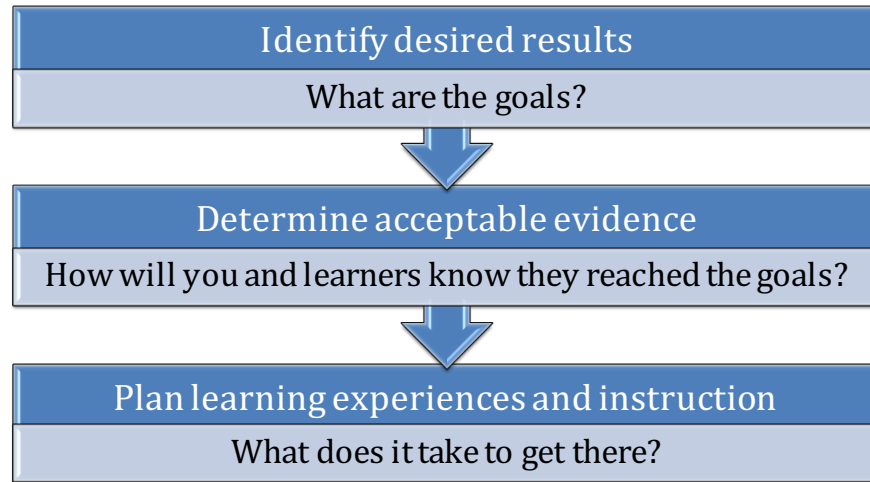
Learning a language is like learning.....

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## Backward Design – Units and Lessons



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## Targeted Performance

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In 10 words or less, how would you define the performance goal for the 8<sup>th</sup> grade class?

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## Targeted Performance

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(Novice High)

- **use simple sentences / questions on very familiar topics**

(Novice High – Intermediate Low)

- **create with language at the sentence level**
- **ask questions**

(Intermediate Low – Intermediate Mid)

- **develop ideas with supporting details in three time frames**

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## Using the Target Language and Providing Comprehensible Input for Instruction



May I speak English?

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# Backward Design

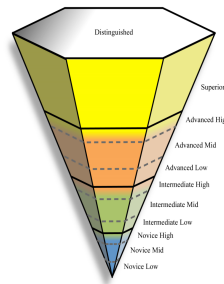
Identify desired results – What are the goals?

What?



WORLD-READINESS STANDARDS  
FOR LEARNING LANGUAGES

How well?



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## Stage1: Curriculum in separate columns ...

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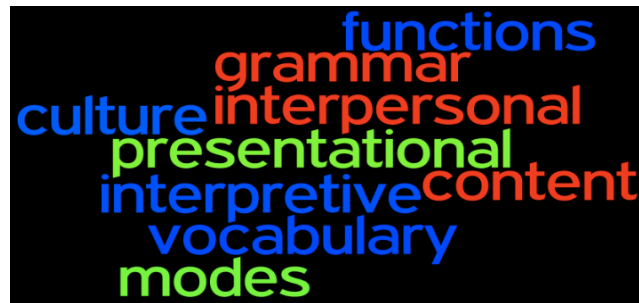
Grammar	Vocab	Culture	Skills
<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> </ul>

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## ... or integrated?

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Grammar	Vocab	Culture	Skills
• .....	• .....	• .....	• .....
• .....	• .....	• .....	• .....



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## Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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## Theme + Topic + Essential Question

<b>Global Themes</b> <ul style="list-style-type: none"> <li>• Identity/Belonging</li> <li>• Challenges</li> <li>• Creativity</li> <li>• Discovery</li> <li>• Exploring Time and Place</li> <li>• Well-being</li> </ul>	Topic
	Food
	Family
	Travel
	Houses



“A coherent curriculum spirals around a set of “big ideas” and recurring Essential Questions.”

J. McTighe (2012)

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## Moving from topic to thematic unit...

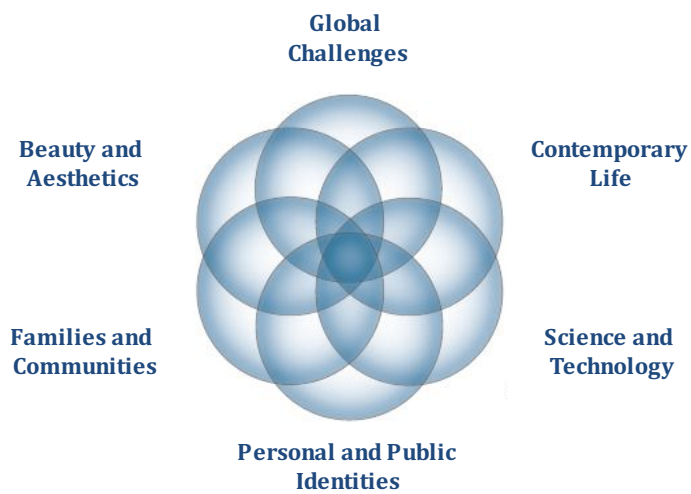
31

Topic	Theme	Essential Question
Food		
Travel		
Daily Routines		
Family		
Houses		
Me and my friends		

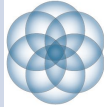
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## AP Themes Guiding Unit Development

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33	<b>Global Challenges</b> <ul style="list-style-type: none"> <li>• Diversity Issues—tolerance</li> <li>• Economic Issues</li> <li>• Environmental Issues</li> <li>• Health Issues</li> <li>• Human Rights</li> <li>• Nutrition and Food Safety</li> <li>• Peace and War</li> </ul>	<b>Contemporary Life</b> <ul style="list-style-type: none"> <li>• Advertising and Marketing</li> <li>• Education</li> <li>• Holidays and Celebrations</li> <li>• Housing and Shelter</li> <li>• Leisure and Sports</li> <li>• Professions</li> <li>• Rites of Passage</li> <li>• Travel</li> </ul>	<b>Personal and Public Identities</b> <ul style="list-style-type: none"> <li>• Alienation and Assimilation</li> <li>• Beliefs and Values</li> <li>• Gender and Sexuality</li> <li>• Language and Identity</li> <li>• Multiculturalism</li> <li>• Nationalism and Patriotism</li> </ul>
	<b>Beauty and Aesthetics</b> <ul style="list-style-type: none"> <li>• Architecture</li> <li>• Contributions to World Artistic Heritage</li> <li>• Ideals of Beauty</li> <li>• Literature</li> <li>• Music</li> <li>• Performing Arts</li> </ul>	<b>Families and Communities</b> <ul style="list-style-type: none"> <li>• Age and Class</li> <li>• Childhood and Adolescence</li> <li>• Citizenship</li> <li>• Customs and Ceremonies</li> <li>• Family Structures</li> <li>• Friendship and Love</li> </ul> 	<b>Science and Technology</b> <ul style="list-style-type: none"> <li>• Current Research Topics</li> <li>• Discoveries and Inventions</li> <li>• Ethical Questions</li> <li>• Future Technologies</li> <li>• Intellectual Property</li> <li>• The New Media</li> <li>• Social Impact of Technology</li> </ul>

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## Matching Themes and Topics

Global Themes	Topics
<ul style="list-style-type: none"> <li><input type="checkbox"/> Belonging/Identity</li> <li><input type="checkbox"/> Challenges</li> <li><input type="checkbox"/> Creativity</li> <li><input type="checkbox"/> Discovery</li> <li><input type="checkbox"/> Exploring Time and Place</li> <li><input type="checkbox"/> Well-being</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cities</li> <li><input type="checkbox"/> Leisure Activities</li> <li><input type="checkbox"/> Families</li> <li><input type="checkbox"/> Sports</li> <li><input type="checkbox"/> Houses</li> <li><input type="checkbox"/> Movies</li> <li><input type="checkbox"/> Weather / Climate</li> <li><input type="checkbox"/> Art</li> <li><input type="checkbox"/> Geography</li> <li><input type="checkbox"/> Music</li> <li>• Careers</li> <li>• Travel</li> <li>• School</li> <li>• Food</li> <li>• Friends</li> <li>• Clothing</li> <li>• History</li> <li>• Animals</li> </ul>

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## Themes & Topics

Advanced Placement	International Baccalaureate	Clementi/Terrill
<ul style="list-style-type: none"> <li>• Personal and Public Identities</li> <li>• Families and Communities</li> <li>• Contemporary Life</li> <li>• Beauty and Aesthetics</li> <li>• Science and Technology</li> <li>• Global Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Social Relationships</li> <li>• Cultural Diversity</li> <li>• Customs and Traditions</li> <li>• Leisure</li> <li>• Health</li> <li>• Communication and Media</li> <li>• Science and Technology</li> <li>• Global Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Identity/Belonging</li> <li>• Well-being</li> <li>• Creativity</li> <li>• Exploring Time and Place</li> <li>• Discovery</li> <li>• Challenges</li> </ul>

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## Essential Questions



- They can be answered in the target language.
- They have no one right answer.
- All students can answer them.
- They enable all students to learn.
- They involve thinking, not just answering.
- They make students investigators.
- They are provocative—they hook students into wanting to learn.

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## Moving from topic to thematic unit...

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Topic	Theme	Essential Question
Food	Global Challenges	
Travel	Science and Technology	
Daily Routines	Contemporary Life	
Family	Families and Communities	
Houses	Beauty and Aesthetics	
Me and my friends	Personal and Public Identities	

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## Moving from topic to thematic unit...

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Topic	Theme	Essential Question
Food	Global Challenges	What is hunger?
Travel	Science and Technology	Why do we explore?
Daily Routines	Contemporary Life	What is a healthy lifestyle?
Family	Families and Communities	What is a family?
Houses	Beauty and Aesthetics	How much space do we need?
Me and my friends	Personal and Public Identities	Who am I?

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## Topic + Theme + Essential Question

Performance Range	Theme	Topic	Essential Question
Novice – Elem	Well-being	Healthy Habits	What are healthy habits?
Novice – Elem	Identity/Belonging	My Community	What is a community?
Novice - Elem	Exploring Time and Place	The Amazon Rainforest	What makes the rainforest unique?
Novice	Personal and Public Identities	Global Citizenship	Who am I? What is a global identity?
Novice	Contemporary Life	A Day in the Life..	How does where I live influence what I do?
Novice	Contemporary Life	Vacation Time	Why do we travel?
Novice	Global Challenge	Endangered Species	Why are animals endangered?
Novice	Contemporary Life	Schooling Around the World	What role does school play in our lives?

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## Topic + Theme + Essential Question

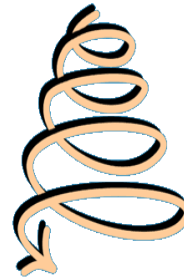
Performance Range	Theme	Topic	Essential Question
NH/IL	Contemporary Life	All Work and No Play	What is a balanced lifestyle?
NH/IL	Contemporary Life	City Life	What is the ideal city?
NH/IL	Personal and Public Identities	The "Selfie"	Who is the real me?
NH/IL	Beauty and Aesthetics	Housing and Shelter	How much space do we need?
INT	Science and Technology	Travel and Exploration	Why does man explore?
INT	Families and Communities	Relationships	What does it take to get along?
INT	Global Challenges	Healthy Planet	How healthy is the planet?
INT	Contemporary Life	Culinary Adventures	What role does food play in our lives?

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## Work from a clearly articulated curriculum

- Building knowledge through content-rich non-fiction
- Reading, writing, and speaking grounded in evidence from texts, both literary and informational; and
- Regular practice with complex text and its academic language.



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Common Core "Three Shifts"  
Schmoker, Leading with Focus

## Unit Overview

Performance Range	Novice Range
Language and Level	Level 1
Theme	Well-being
Topic	School Days
Essential Questions	What role does school play in our lives?
Number of weeks	6 weeks
Instructional Minutes	250 weekly



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## Authentic Text

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written by native speakers for native speakers

- provides visual support
- is culturally rich
- provides models of correct language

Meaning bearing – a message that students want and need to understand

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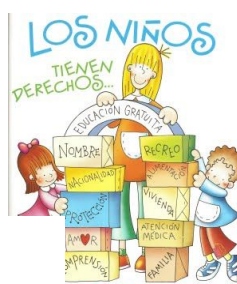
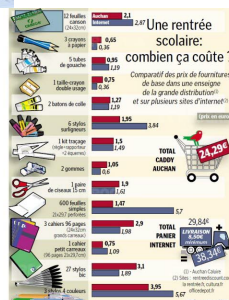
## De camino a la escuela

Para algunos niños, ir a la escuela representa apenas un paseo a la vuelta de la esquina. Para otros, significa afrontar desiertos, ríos, aguas heladas o contextos urbanos peligrosos.

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## What role does school play in our lives?

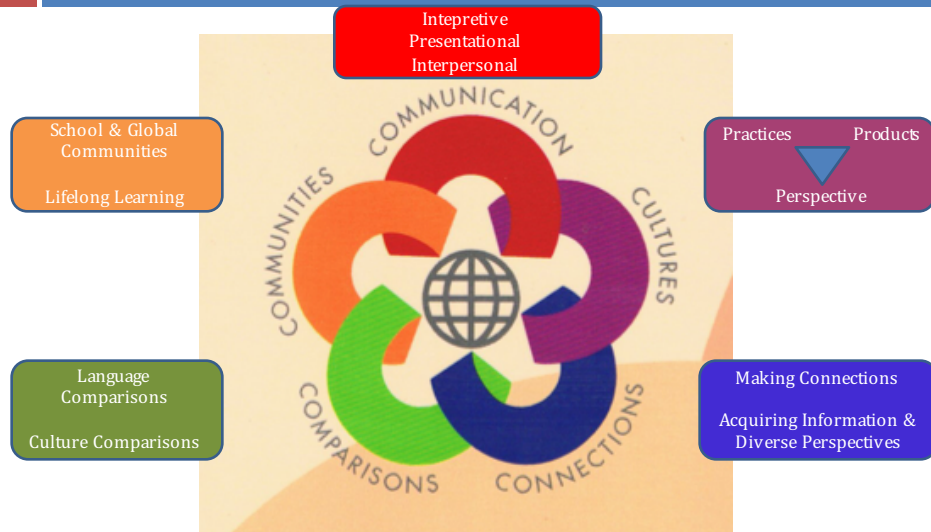
**L'ÉDUCATION**  
PEUT CHANGER LE MONDE



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# World-Readiness Standards for Learning Languages

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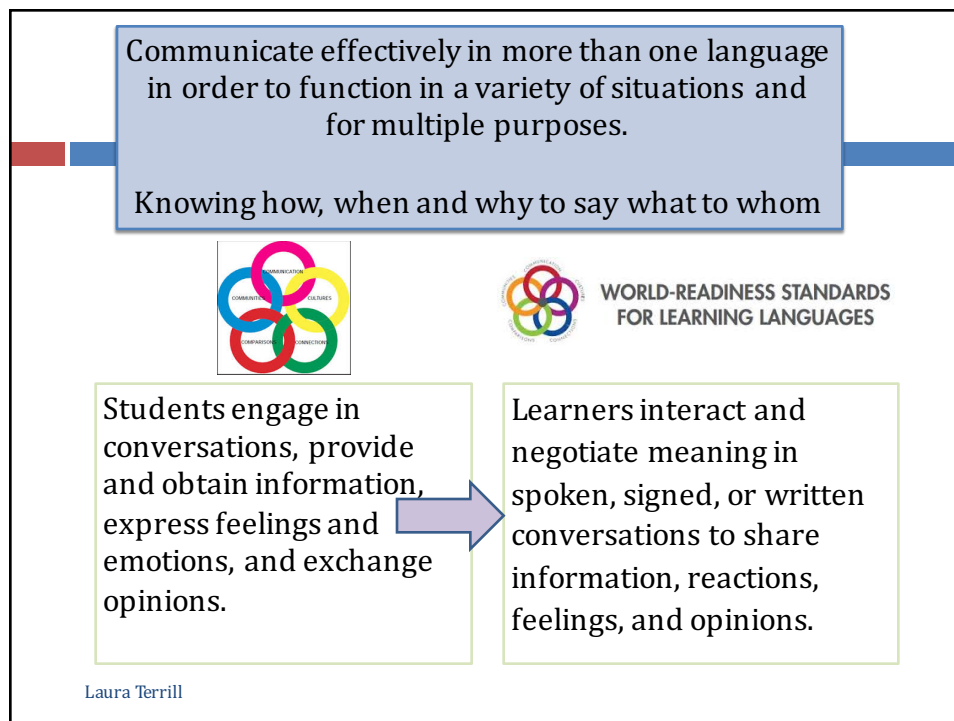
## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<b>COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
<b>CULTURES</b> Interact with cultural competence and understanding	<b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	<b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

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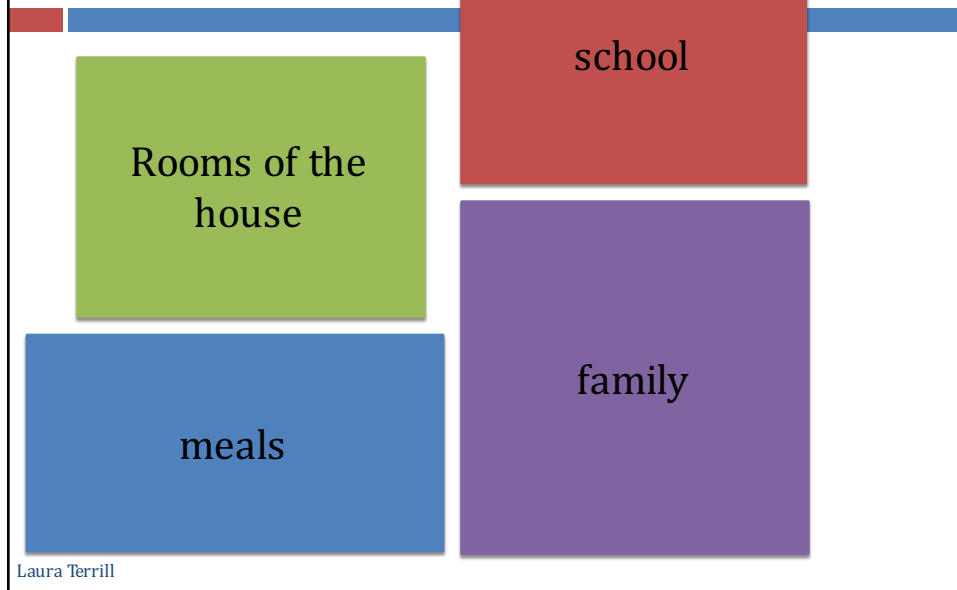
<b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	<b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	<b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
<b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	<b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
<b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	<b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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## Lead with Culture

Create a global mindset.....



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## Cultures

### Relating Cultural Practices to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.



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HORARIO					
	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
9:30 - 10:30	Lengua	Lengua	Matemáticas	Matemáticas	Lengua
10:30 - 11:00	Inglés	Matemáticas	Lengua	Inglés	Inglés
11:00 - 11:30	Matemáticas	C. del Medio	C. del Medio	Lengua	Matemáticas
11:30 - 11:45	C. del Medio	C. del Medio	C. del Medio	C. del Medio	C. del Medio
11:45 - 12:15	C. del Medio	C. del Medio	C. del Medio	C. del Medio	C. del Medio
12:15 - 13:00	C. del Medio	C. del Medio	C. del Medio	C. del Medio	C. del Medio
15:00 - 16:00	Educación Artística (Teatro)	Pasajes / Apoyos y otros programas	Inglés	Pasajes / Ed. Física	Biblioteca
16:00 - 17:00			Ed. Artística (Música)		Consejo

### Relating Cultural Products to Perspectives

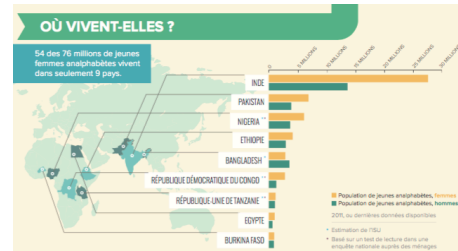
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.



## Connections

### Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.



EST-CE QUE  
L'ÉCOLE EST OBLIGATOIRE



### Acquiring Information and Diverse Perspectives

Learners acquire information and access diverse perspectives that are available through the language and its culture.

Laura Terrill

## Comparisons

### Language Comparisons

Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.



### Cultural Comparisons

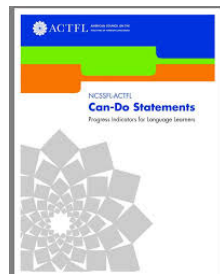
Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Laura Terrill

## Communities

### School and Global Communities

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.



### Lifelong Learning

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Laura Terrill

## 21<sup>st</sup> Century Skills: The 4Cs of Education



Communication



Collaboration

Creativity  
and  
Innovation



Critical  
Thinking and  
Problem Solving

Laura Terrill



## Identity/Belonging: School Days

### What role does school play in our lives?



Students will learn about school in their community and in other cultures. They will consider what students learn in school and will be able to compare what schools are like in their community and in other places. They will be able to say why education is a basic right and comment on who goes to school in different countries. Finally, they will compare traditional ways of school with what is possible today.

Laura Terrill

## Identity/Belonging: School Days

### What role does school play in our lives?



#### Unit Goals

##### Learners will be able to:

- Discuss their likes and dislikes with regard to school
- Comment on what they need to learn and what they do to learn
- Make comparisons between their school life and school life in the target culture
- Comment on the importance of school and who goes to school
- Comment on how children go to school and make comparisons to their lives
- Share information about their school with others

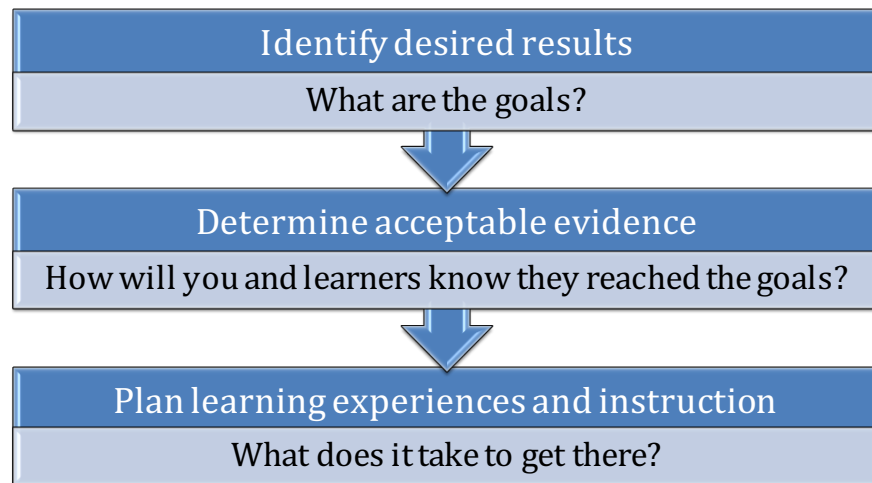
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# Thematic Unit Design

59	<b>Theme/Topic</b>	Contemporary Life: School Days		
	<b>Performance Target</b>	Novice Range	<b>Amount of Time</b>	6 weeks 250 minutes per week
	<b>Essential Question(s)</b>	What is school? Why is school important?		
<b>Learning Scenario</b>				
Students will learn about school in their community and in other cultures. They will consider what students learn in school and will be able to compare what schools are like in their community and in other places. They will be able to say why education is a basic right and comment on who goes to school in different countries. Finally, they will compare traditional ways of school with what is possible today.				
<b>Unit Goals</b>				
Learners will be able to:				
<ul style="list-style-type: none"><li>• Discuss their likes and dislikes with regard to school</li><li>• Comment on what they need to learn</li><li>• Make comparisons between their school life and school life in the target culture</li><li>• Comment on the importance of school and who goes to school</li></ul>				

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## Backward Design – Units and Lessons



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## Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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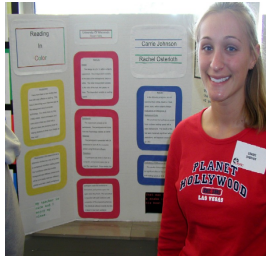
## Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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## Presentation Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



Laura Terrill

## Presentation Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

Laura Terrill

## Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Laura Terrill

## Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

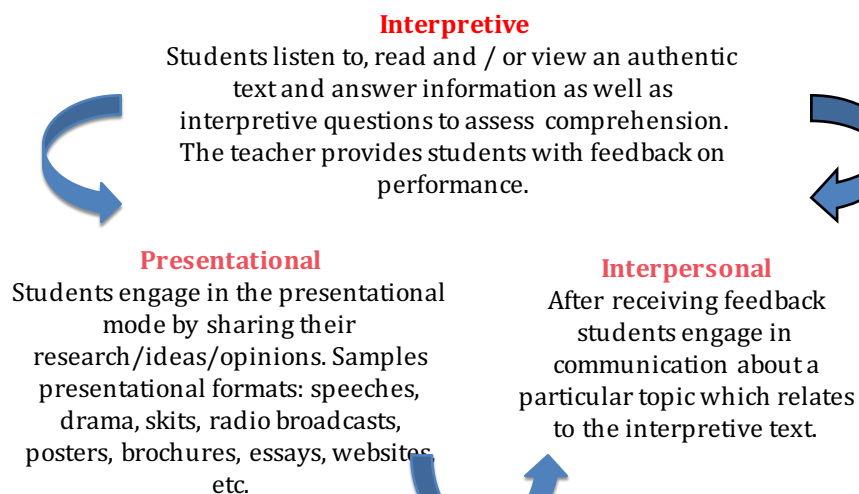
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## What is the mode of communication?

1	Prepare a poster about your favorite sport.	<b>Presentation</b>
2	Watch a travel video and jot down places of interest.	<b>Interpretive</b>
3	Talk about what to do on the weekend.	<b>Interpersonal</b>
4	Send a letter to an e-pal.	<b>Interpersonal</b>
5	Create a graphic organizer for new vocabulary.	<b>Interpretive</b>
6	Create a skit where you buy something in the market.	<b>Presentation</b>

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## ACTFL Integrated Performance Assessment



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## Performance Based Assessment

- Do they address the major goals of the unit?
- Are they real-world tasks?
- Do they address 21<sup>st</sup> Century Skills? Common Core?
- Do the tasks match the targeted performance level?
- Do they allow students to address the essential question in some way?
- Interpretive: Are they based on authentic texts?
- Interpersonal: Is the communication meaningful?
- Presentational: Is there an audience beyond the teacher and classroom?

Laura Terrill

## Identity/Belonging: School Days

What role does school play in our lives?

### Interpretive Mode

Read school schedules from other countries and draw conclusions about similarities and differences.

### Interpretive Mode

Read ads or lists about school supplies and indicate what is needed.

### Interpretive Mode

Listen as individuals give their opinions about information related to school and demonstrate comprehension.

**Creativity – Collaboration – Critical Thinking – Communication**

### Presentational Mode

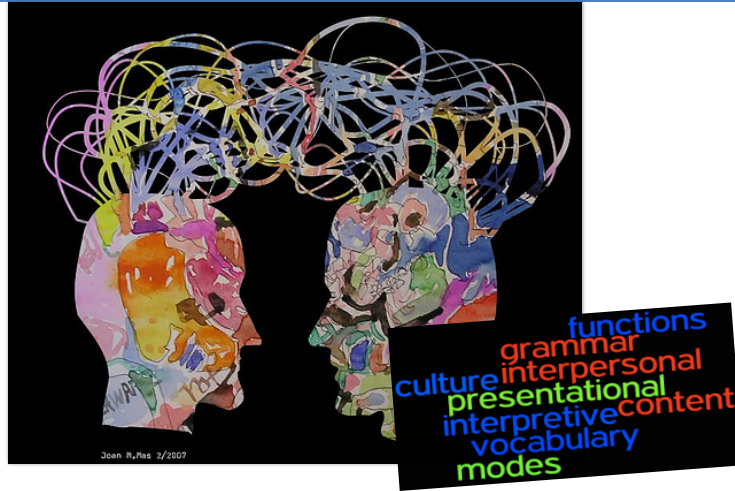
Create a multi-media presentation that will introduce your school to other Spanish speakers.

### Interpersonal Mode

Have a conversation where you discuss school and education. Comment on what you like and don't like about your school and make comparisons to other schools in other countries. Give your opinion about why education is or is not important.

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## Perhaps a bit more guidance....



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## Toolbox

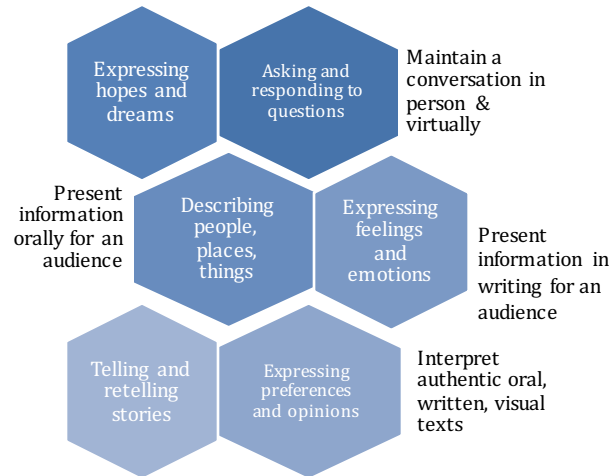
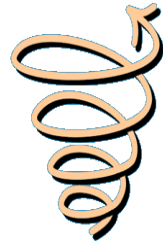
- Supporting Language Functions
- Supporting Structures/Patterr
- Priority Vocabulary
- Key Learning Activities/  
Formative Assessments
- Resources
- Technology Integration



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## Top Ten Functions and Related Tasks



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## Key Function - Describing

FUNCTION	NOVICE	INTERMEDIATE	ADVANCED		
Describing people, places, things, how and how well	Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives	Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs
RELATED LANGUAGE FUNCTIONS					
Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather	Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Infer Interpret	Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize			

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INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.  
 I can participate in short social interactions in everyday situations by asking and answering simple questions.

**I can have a simple conversation on a number of everyday topics.**

☐ I can talk with someone about far

☐ I can talk with someone about ho

☐ I can talk with someone about sch

☐ I can \_\_\_\_\_

**I can use the language to meet my basic needs in familiar situations.**

☐ I can \_\_\_\_\_ at school, work, or in the community.

☐ I can \_\_\_\_\_ transportation, such as by train, bus, taxi, or a ride with friends.

☐ I can \_\_\_\_\_

**Bold statements**  
**Main indicators for the level and the mode**

**I can ask and answer questions on factual information that is familiar to me.**

☐ I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.

☐ I can \_\_\_\_\_

Laura Ferritt

Can Do Statements	
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>• (L&amp;R) I can understand details about school schedules.</li> <li>• (R) I can order schools supplies using an online site.</li> <li>• (R) I can understand statistics on who goes to school around the world.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>• (S &amp; W) I can talk and write about schools around the world.</li> <li>• (S &amp; W) I can give simple reasons why school is important in my life and for all children.</li> <li>• (S &amp; W) I can narrate a prepared script introducing my school.</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• I can ask and answer simple questions about my school and schools from around the world.</li> <li>• I can exchange and give reasons for my opinions about school.</li> <li>• I can compare how I and others go to school.</li> </ul>

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	I can	Yes	With help	Not yet
77	discuss school subjects			
	say what I can do to learn			
	describe likes and dislikes with regard to school			
	discuss school schedules			
	say what I need/don't need			
	say how many classes I and others have			
	compare schools in different communities			
	indicate how they and others go to school			
	recognize the rights of the child			
	talk about who goes to school			
	say why school is important			

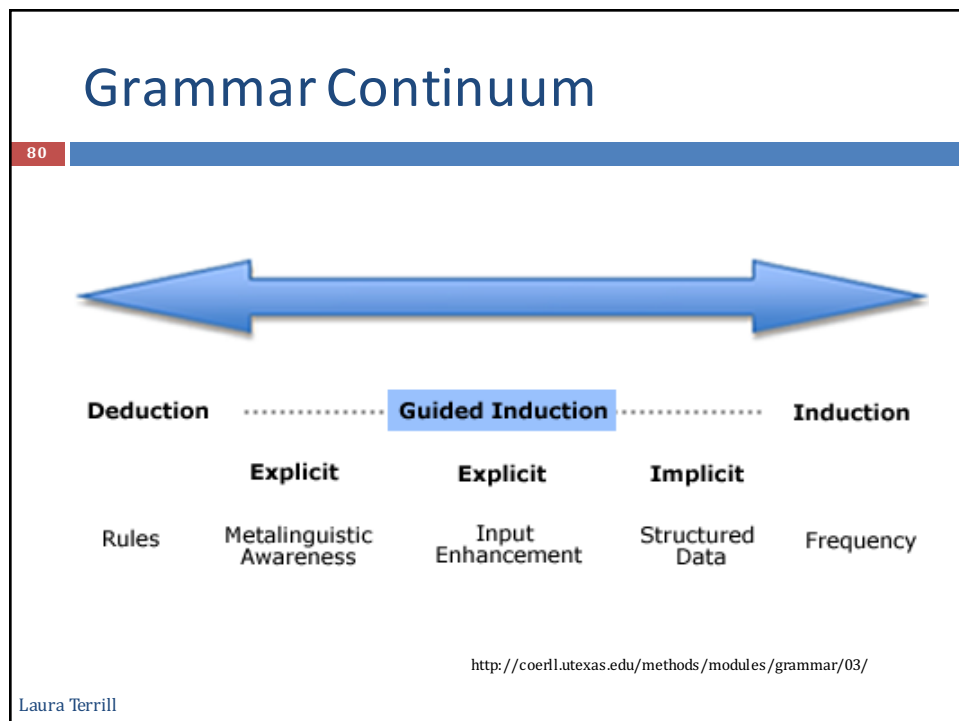
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Teacher Observation Can-Do Statements								
	Say what presents I want	Ask someone when their birthday is	Say when my birthday is	Tell about birthdays in other countries	Count to 31	Talk about activities at a birthday party	Accept or decline an invitation	Sing Happy Birthday
Student 1								
Student 2								
Student 3								

78  
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Toolbox		
Supporting Language Functions (I can....)	Supporting Structures/Patterns	Priority Vocabulary
Ask and give information on school subjects and schedules		
Explain what I can do to learn		
Express opinions about my classes		
Express what I need/don't need		
Explain how many classes I and others have		
Compare schools in different communities and in different times		
Explain how they and others go to school		
Recognize the rights of the child		
Share information on who goes to school		
Explain why school is important		

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## Grammar in context

You've been asked how children around the world go to school. How would you answer the question?

1. Comment les enfants \_\_\_\_\_ à l'école?
2. Moi, je \_\_\_\_\_ souvent à l'école en bus mais quelquefois mes amis et moi \_\_\_\_\_ en voiture.
3. Les enfants à Abidjan \_\_\_\_\_ à pied.
4. Au Sudan, Marie y \_\_\_\_\_ à cheval.
5. Anne et moi habitons près d'un fleuve et nous y \_\_\_\_\_ en bateau..
6. Et toi, comment tu \_\_\_\_\_ à l'école?

Toolbox		
Supporting Language Functions (I can....)	Supporting Structures/Patterns	Priority Vocabulary
Ask and give information on school subjects and schedules	Do you like....I like, don't like ordinal numbers at what time	
Explain what I can do to learn	I can...read, study, etc.	
Express opinions about my classes	adjective agreement	
Express what I need/don't need	I need...	
Explain how many classes I and others have	how many	
Compare schools in different communities and in different times	In (Argentina) ..., but here.... Prepositions with countries Today's schools have... Schools used to have....	
Explain how they and others go to school	To go	
Recognize the rights of the child	All children need.. dignity, education, etc.	
Share information on who goes to school	Who goes... _ % of girls go...	
Explain why school is important	Education is... Important, essential, a right the foundation for the future	

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Toolbox		
Supporting Language Functions (I can....)	Supporting Structures/Patterns	Priority Vocabulary
Ask and give information on school subjects and schedules	Do you like....I like, don't like ordinal numbers at what time	school subjects school supplies places in school buildings days of the week months of the year time verbs associated with school *** A right, basic right Dignity, education Percent Recess
Explain what I can do to learn	I can...read, study, etc.	
Express opinions about my classes	adjective agreement	
Express what I need/don't need	I need...	
Explain how many classes I and others have	how many	
Compare schools in different communities and in different times	In (Argentina) ..., but here.... Prepositions with countries Today's schools have... Schools used to have....	
Explain how they and others go to school	To go	
Recognize the rights of the child	All children need.. dignity, education, etc.	
Share information on who goes to school	Who goes... _ % of girls go...	
Explain why school is important	Education is... Important, essential, a right the foundation for the future	

Laura Terrill

## Vocabulary: Imagine the conversation.....

85

### Discuss school schedules

Comment est ton horaire à l'école?	What is your school day like?
La journée est trop longue.	The day is too long.
Je passe 8 heures à l'école.	I spend....
Quels jours tu vas à l'école?	What days do you go to school?
J'y vais tous les jours – lundi à vendredi.	I go there everyday Monday through Friday.
Je dois y aller le samedi aussi.	I have to go on Saturdays also.
Est-ce que les jours sont différents?	Are the days different?
Heureusement, oui.	Fortunately, yes.
Malheureusement, non.	Unfortunately, no.
<b>Personal Vocabulary</b>	

Laura Terrill



Laura Terrill

## Backward Design – Units and Lessons



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### Key Learning Activities/Formative Assessments

Key Learning Activity/Formative Assessment	How does this activity support the unit goals or performance tasks?	Mode of Communication
Open unit with video on going to school around the world, comment on how children go to school	Comparing school life around the world and types of transportation	Interpretive
Talk about school supplies and classroom objects in classrooms around the world	Comment on what students need to learn	Interpretive Interpersonal
Compare school schedules from different cultures, number of days, months, vacation	Compare their school day to those of others	Interpretive Interpersonal
Focus on school subjects – likes and dislikes. Share opinions.	State opinions on school, giving reasons for those opinions	Interpersonal
Discuss school schedules from around the world, talking about likes and dislikes. Come to agreement on an ideal schedule.	Compare their school day to those of others and use that information to create a better schedule	Interpretive Interpersonal

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## Resources

French	<p>Chemins de l'école -  <a href="https://www.youtube.com/watch?v=tlrK1Vc7Lek">https://www.youtube.com/watch?v=tlrK1Vc7Lek</a>  <a href="https://www.pinterest.com/lterrillindy/french-ecole/">https://www.pinterest.com/lterrillindy/french-ecole/</a></p>
Spanish	<p>De camino a la escuela -  <a href="https://www.youtube.com/watch?v=qSkEJ_bitPO">https://www.youtube.com/watch?v=qSkEJ_bitPO</a>  <a href="https://www.pinterest.com/lterrillindy/school-spanish/">https://www.pinterest.com/lterrillindy/school-spanish/</a></p>

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## Getting the most out of a text



Read and/or listen



Talk about it



Write about it

- How can you best use this text in the **interpretive** mode?
- What **interpersonal** conversation would students be likely to have on this topic?
- What might students do in the **presentational** mode as a way of making learning more concrete?

Laura Terrill

## Un enfant réalise son rêve grâce à une photo



Laura Terrill

## *Inferencing*



1. What is going on in this picture
2. What do you see that makes you say that?
3. What more can we find?

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*Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.*



Students write questions in target language that are answered in the text.

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

Laura Terrill

*Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.*



Students select or are given 3-4 important words and then explain why they are important.

Que nous montre cette photo?

Daniel est assis dans la rue, la nuit est tombée ; il a posé son cahier sur un tabouret et il fait ses devoirs à la lumière d'un fast-food, près de chez lui. Le petit garçon est très déterminé, il veut devenir policier... et médecin. Il sait que pour réussir il lui faut aller à l'école. Daniel est d'autant plus motivé qu'il vit dans un pays très pauvre : 1 Philippin sur 4 vit dans un bidonville, et n'a pas toujours de quoi manger. Beaucoup de petits Philippines travaillent ou mendient au lieu d'aller à l'école.

## Write 5 sentences about Daniel.....



Daniel studies.  
He likes school.  
He reads. He  
writes. He works  
a lot.

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## Asking Questions



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## Raise the proficiency level

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Laura Terrill

## Raise the proficiency level

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Laura Terrill

## Develop the Role Play

**Les rythmes scolaires en Europe**  
(Classe primaire)

	Jours de classe dans l'année	Durée de la semaine	Vacances d'été
France	144	4 jours	8 à 9 semaines
Allemagne	188*	5 jours	6 semaines
Royaume-Uni	190	5 jours	6 semaines
Espagne	175	5 jours	11 semaines
Italie	200	5 jours	12 à 13 semaines
Pays-Bas	110 environ	5 jours	7 semaines

\*208 en semaine de 6 jours Source : rapport Schuman Sept. 2011.

Laura Terrill

Ask and answer questions as you compare your school schedule with the schedule of another person. Identify similarities and differences. Consider:

- yearly and daily schedules
- vacations
- types of classes
- school lunches
- personal opinions about school

function  
proficiency  
interpretive

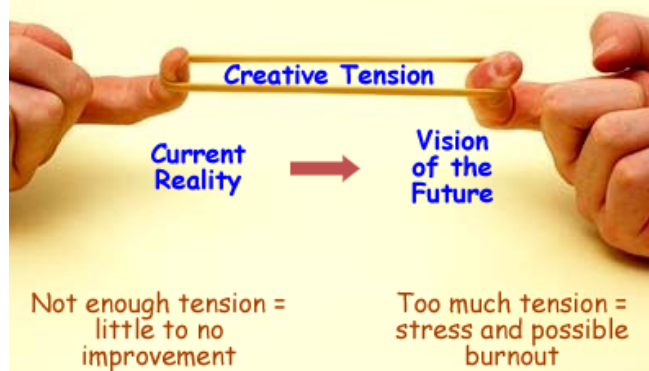


interpersonal  
articulation  
performance

***Are you suffering from***



### Personal Mastery



[image: web.sd71.bc.ca/gifted/?page\\_id=30](http://web.sd71.bc.ca/gifted/?page_id=30)



"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

Sandra Savignon

*Communicative Competence: Theory and Classroom Practice*

Laura Terrill

Thank You



Laura Terrill  
lterrill@gmail.com  
lterrillagrange.wikispaces.com

Laura Terrill